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ABSTRACT

This booklet describes 14 bilingual/migrant educational programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP) of the U. S. Department of Education. Developed by individual school districts in response to their local needs, these projects are available for adoption by other districts. Some projects receive federal funding as "developer demonstrators" to provide teacher training, materials, and technical assistance to those who adopt their programs. The National Diffusion Network facilitates the exchange of information between developers of successful projects and adopting districts. The booklet contains an alphabetical table of contents, project entries, and indices of programs by category and validated grade levels. The Department of Education can assist in a program adoption only at validated grade levels. Program entries include a brief description, audience description, validated grade levels, requirements and costs for the adopting school district, services available from the demonstrating district, contact person, developmental funding source, and JDRP number and validation date. Two or more programs address the following aspects: adult education, basic skills, career development, classroom management, dropout prevention, English as a second language, individualized instruction, language acquisition, language arts, mathematics, oral language development, parent involvement, preschool education, reading, school community programs, screening tests, staff development, and tutoring. (SV)

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A Collection from the

national diffusion network

Bilingual/Migrant Education

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

BILINGUAL/MIGRANT EDUCATION PROJECTS

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CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps. A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

Audience Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

Description The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967, when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967 Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

Requirements Adoption requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program, and a district to supervise the teachers in group activities with migrant or other bilingual children. Consortium must provide technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

Costs Program could be supported through Migrant Education, other Chapter I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program approximately 60% less. Costs may be reduced substantially by negotiation with colleges for work-study funds.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Herbert C. White, Director of California Mini-Corps; or Joseph P. Rice, Director of NDN Developer/Demonstrator Project; 1859 Bird St.; Oroville, CA 95965. (916) 534-4430.***

Developmental Funding: USOE Title I (Migrant) JDRP No. 78-196 (11/17/78)

PROJECT CATCH-UP. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and THE CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Costs The Starter Kits are $12. Diagnostic test budget, $.50 per student for math (commercially published); $.92 per student for reading (commercially published). Recommended: $100 to $400 for basic instructional materials, math and reading—non consumable. Optimum: $1,500 per site to enrich instructional materials selection.

Services Awareness materials are available at no cost. Visitors are welcome at project site on Fridays. Project staff are available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.***

Developmental Funding: ESEA Title I

JDRP No. 34 (4/4/73)
Recertified (10/84)

PROJECT CHILD: Comprehensive Help for Individual Learning Differences. A comprehensive program utilizing all possible resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families. Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

Description A child's education cannot take place in a vacuum— solated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evenings, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12 hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity. CHILD no longer operates the summer program as mechanization had delayed the need for workers until September. CHILD materials, awareness, training and follow-up continue to be available.

Contact ***Gloria Mattera, Director; BOCES Geneseo Migrant Center; Holcomb Building 210; Geneseo, NY 14454. (716) 245-5681.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 23 (4/9/73)

CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW. A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child. Approved by JDRP for bilingual students of all abilities in grades 4-6.

Description The project incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language. Curriculum structure consists of performance objectives (for math, reading, language arts, culture, and heritage) evaluation tests, and mastery charts of each child's objectives. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

Contact ***Socorro A. Garza; Alice Independent School District; 200 N. Reynolds St.; Alice, TX 78332. (512) 664-0981, ext. 41.***

Developmental Funding: USOE ESEA Title VII JDRP No. 75-56 (6/27/75)

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT. An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development. Approved by JDRP for Hispanic students of limited English-speaking ability, grades K-3, from low-income families.

Description The Corpus Christi Independent School District Follow Through program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program serves approximately 800 students in two elementary schools.

The primary objective of the instructional program is to provide for the unique needs of Hispanic students of limited English-speaking ability. Instruction is designed to accommodate the individual student's English and Spanish oral language proficiency and learning style. The Follow Through Project incorporates the Southwest Educational Development Laboratory (SEDL) model into the local district's regular instructional program. The SEDL model is based on the premise that children from low-income families need a developmental program. At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second and third grades, the language development and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second. The Social Education program utilizes a multimedia approach to develop social concepts and promote cultural awareness.

Contact ***Resource Center Specialist; Follow Through Resource Center; Zavala Elementary School; 3102 Highland; Corpus Christi, TX 78405 (512) 884-0611.***

Developmental Funding: USOE Follow Through JDRP. No. 77-140 (9/1/77)

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish and English-Speaking Children). A program designed to prevent early school failure in migrant children. Approved by JDRP as a screening and curriculum planning program for migrant children ages 4-6 in regular or short-term programs.

Description The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents that helps children prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 20 other states for summer and/or regular migrant programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant programs. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Contact ***Lucille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-116 (4/19/77)

HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS. A bilingual/ bicultural program providing initial instruction in the child's native language and cultural environment. Approved by JDRP for students grades K-12.

Description This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally effecting a change in attitudes toward bilingual education. The intent of this program is threefold: to help students become fluent and literate in English, to increase students' achievement in all content areas in English or Spanish, and to facilitate students' cultural growth. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade. State adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives and other materials for all grade levels have been written locally. At the secondary level, the program includes English as a second language for monolingual Spanish students, and bilingual courses for students who have already attained some degree of bilingualism.

Contact ***Augustina Reyes, Executive Director; Bilingual Department; Houston Independent School District; 3830 Richmond Ave.; Houston, TX 77027. (713) 623-5126.***

Developmental Funding: USOE ESEA Title VII

JDRP No. 75-52 (6/24/75)

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI). A comprehensive instructional program for preschool through third-grade children.

Audience Approved by JDRP for bilingual, limited English proficient, children, preschool through grade 3, teachers, and aides.

Description IBI was designed to do two major things: 1) provide a comprehensive instructional program for children that focuses on teaching English oral language skills and 2) systematically trained instructional staff so they can successfully implement the instructional program. The program was originally used with children whose primary language was Spanish, but it has successfully been used with many other language groups.

Trained staff members provide instruction to small groups of children. Part of the program is individualized and part is conducted in homogeneous small groups, including informal language.

Measurement of child progress is conducted daily. Periodic progress tests are administered.

Staff members receive instruction in classroom management that emphasizes positive reinforcement and training in the implementation of the curriculum materials.

Requirements Two days of inservice training for each selected academic component are necessary. All who will be involved in implementation need to participate. IBI recommends that no more than two components be implemented at one time. Implementing districts need to purchase curriculum and training materials. Two follow-up visits from an IBI staff person are included. It consists of training an on-site trainer in observation skills and additional help or teachers and aides.

Costs Training, curriculum, and testing materials are required for every component adopted. Free brochures and sample material packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotitated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Louise Gustafson, Dissemination Coordinator; IBI; P.O. Box 2367; Paxco, WA 99302. (509) 547-8441.***

Developmental Funding: USOE SEA Tiltes I and VII, & OCD

JDRP No. 48 4/9/73)

INDIVIDUALIZED SPANISH CAREER ORIENTED MATERIALS (ISCOM). A conversation based, career oriented, Spanish language program. Approved by JDRP for Secondary School Spanish course students.

Description ISCOM facilitates the learning of career-oriented materials in Spanish by students in secondary school courses of Spanish Levels I, III, and IV and Office Services. Students learn grammatical concepts and their application along with dialogues, narratives, and vocabulary lists representing everyday settings that prepare them to converse in the world of work. ISCOM replaces the regular program at Spanish Levels I and III, and serves as supplementary instructional materials in courses of Spanish Level IV and Office Services.

Contact *Dr. Mirta R. Vega; School Board of Dade County; Portable 6; 150 Northeast 19th St.; Miami, FL 33132. (305) 350-3941.*

Developmental Funding: JDRP No. 83-23 (3/14/83)

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)/A COMPUTER LINK OFFERING VARIABLE EDUCATIONAL RECORDS (CLOVER). An education and health system for migrant children, preschool-12.

Audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers aides, nurses, counselors, and administrators.

Description The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Record (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all school, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Requirements Interested adopters who have migrant children in their school or other education or health agency may contact the state director of migrant education in their state. If this information is not available, write or call the contact person listed below. Implementation requirements will be based on the level of participation.

Costs Training packets are available at no cost. Training and follow up are available at no cost. Other agencies outside the U.S. Department of Education that serve migrants may use computer time at a negotiated cost.

Services Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying its own costs). If training is conducted out of the state of Arkansas, costs are to be negotiated. Quarterly workshops are held in February, May, August, and November.

Contact ***Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Capitol Mall, Little Rock, AR 72201. (501) 371-1857.***

Developmental Funding: USOE ESEA Title I (Migrant)

JDRP No. 19 (4/4-5/73)

MODIFICATION OF CHILDREN'S ORAL LANGUAGE. A special program for training staff to work with students having language disabilities.

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

Requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

Costs The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Betty H. Igel; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.***

Developmental Funding: USOE ESEA Title III

JDRP No. 6 (4/16/73)

NOMAD: Needs and Objectives for Migrant Advancement and Development. A school year tutorial, summer education, and family unit program designed to meet the needs of migrant students through individualized instruction. JDRP approved for students of all abilities.

Description The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual.

Contact ***John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a (4/9/73)

SECONDARY CREDIT EXCHANGE PROGRAM. A continuation school for secondary-grade migrant students who have been attending school in another district or state and are not able to continue school because of the need to work. Approved by JDRP for migrant high school students who must transfer credits from one district to another.

Description The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

Contact ***David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-113 (4/17/77)

WESLACO INDIVIDUALIZED READING/LANGUAGE ARTS INSTRUCTION AND STAFF DEVELOPMENT (WILASD). A reading program designed for minority and/or bilingual elementary school pupils.

Description WILASD has two key elements. The first element, instruction, is unique in that each student, reader or non-reader, begins individual reading instruction at a success level the day of entrance into school. The non-reader begins with a story which uses the child's name and one vocabulary word from the first preprimer of whatever reading series is in use. One-word vocabulary stories are used through the primer level to ensure that students requiring a slowly paced program can progress daily, and students who are average or accelerated may have practice material available to them. Another unique facet is that the vocabulary of the reading series is used to construct reinforcement activities in spelling, composition, closure, main idea, inference, sequence, vocabulary, fact/opinion, and other areas. Phonics, taught in small groups, utilizes an approach which initiates multi-syllabic instruction when a student has learned a few consonants and one short vowel.

The second element, staff development, features a teacher-leader or principal who assists students and teachers in the areas of diagnosis, prescription, instruction, reinforcement and management. The program is especially useful in areas where substantial numbers of students follow migratory work with their parents. Over a four-year period of development, students participating in the program have scored significantly higher (p .05)as measured by the Bilingual Syntax Measure, than students during the baseline year who did not participate in the program.

Contact ***Richard Wubbena, Ph.D.; Project Coordinator, Weslaco I.S.D.; P.O. Box 266; Weslaco, TX 78596. (512) 968-1515 ext. 385.***

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Phillip E. Runkel
Superintendent of Public Instruction

Office of Grants Coordination and Procurement
Daniel W. Schultz, Acting Director

Patricia Slocum, Supervisor
Grants Administration

Walter Worthy, Education Specialist
Office of Grants Coordination and Procurement

For Further Information Contact:

Mrs. Patricia Slocum
Michigan State Facilitator
Michigan Department of Education
Box 30008
Lansing, Michigan 48909
(517) 373-1806

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